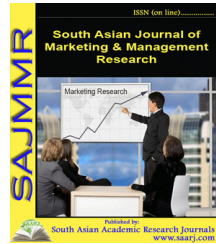




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## ISSUES OF THE CLUSTER APPROACH TO IMPROVE THE PROFESSIONAL TRAINING OF FUTURE MUSIC TEACHERS

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### ABSTRACT

*The article is devoted to the issues of conventionality of professional training of students. The essence and content of musical and pedagogical activity of a future specialist, the structure of musical and performing competences are considered. It also proposes a cluster approach to solutions that create a practice-oriented learning environment.*

**KEYWORDS:** *Professional Training, Musical Pedagogical Activity, Educational Cluster, Competence, Professional, Teacher Of Contemporary Music.*

### INTRODUCTION

The implementation of a unified educational policy in Uzbekistan by regions shows the need for effective development of innovative components of the higher education system and ensuring competitiveness in the educational services market. In particular, the urgency of creating such a new mechanism in the pedagogical education system today demonstrates the need to achieve the satisfaction of interests through mutual control, competition, integration, continuity and continuity between the types of education. Given such an important social significance of teacher education in the sustainable development of society, modern requirements, problems in the system and the gap between science and education in their solution determine the need to transfer links of lifelong pedagogical education to the model of cluster development [2]. One of the tasks in the context of modernization of education in Uzbekistan is to ensure the innovative nature of basic education, including updating the structure of educational institutions in accordance with the goals of innovative development, ensuring a competence-based approach, academic knowledge and interaction. Practical skills, creation of a modern system of modern training and retraining.[1] Today, it is extremely urgent to create an environment that improves the quality of education of schoolchildren, and to prepare a modern teacher who meets the requirements of this environment.

In order to improve educational practice in modern conditions, there is a growing demand for creative music teachers who are able to adapt to the needs of society and work effectively with the younger generation.

The development of national and regional models for the application of the cluster approach to teacher education, the development of methods for organizing pedagogical practice in certain subjects, in particular, music education in general education schools, determines the relevance of the topic.

### **LITERATURE REVIEW AND RESEARCH METHODOLOGY**

In recent years, the problem of the cluster of teacher education and its implementation in Uzbekistan has been studied as a separate object of research. In particular, the educational cluster is a new innovative direction in our pedagogy associated with integration and continuity, and its implementation is a factor in the preparation of competitive personnel in teacher education. Research an extent on the area by G.I.Mukhamedov, Sh.K.Koshanov, K.Makhmudov. In the areas related to the problem, in particular: organizational and pedagogical factors of the continuous education system, mechanisms for improving the content and form of the education system R. Eschanov, G. Bobodzhonova, D. Bekchanov, M. Kuronov, R.A. Makhmudov, R. Sh. Akhliddinov, Yu. N. Abdullaeva; Ensuring continuity and continuity in education, strengthening integration between types of education B.S. Abdullaeva, N.Kh. Rakhmonkulova, D.Sh. Yakibova, M.I. Toshpulatova, A.A. Dzhumanov, R.B. Adizov; Provision of interdisciplinary relations and organizational aspects of scientific and methodological cooperation of educational institutions are reflected in scientific research N.M.Abdullaev, G.Sh.Faizullaeva, O.K.Abdurakhmanova [2]

It is known that teaching practice is one of the most important stages of professional training of students. The purpose of the pedagogical practice of bachelors in the direction of "Music Education" is: to ensure the connection of scientific-theoretical and practical training of students; acquisition of initial experience in professional pedagogical activity.

In recent years, the problem of training specialists in the field of music education has been in the focus of attention of a number of scientists. They contribute to the development of education through their research, ideas in articles and dissertations, and the creation of textbooks. Q.B.Panjiev("Innovative development and development strategies for music education", Tashkent, 2021), P.G. Kadyrov ("Musical Pedagogy", Tashkent, 2009, "Musical Psychology" - Tashkent, 2005), G.S.Sharipova ("Music and the Methods of its Teaching", Tashkent, 2004), E.N.Shainskaya, S.F.Deberdeeva. The first steps were taken by such researchers as I.Glindeman, H.Madrakhimova ("Uzbek classical, professional music of traditional traditions - a lesson in the lessons of musical culture in grades 5-7", Tashkent, 2002), but this is not enough. [7]

Questions of pedagogical practice of a music university are considered within the framework of general pedagogy. However, the peculiarity of the profession of a music teacher is that this profession requires the acquisition of musical performance and teaching skills. The cluster approach is most likely to be effective.

### **DISCUSSION**

Historically, in the teaching practice of musicians, there have been two views on performing competence. One of them requires the teacher to have a compulsory set of knowledge, skills and abilities to play a musical instrument. Second, there is no direct link between skillful performance on a musical instrument and performance. The first type recognizes a teacher who

is a constant participant in concert activities and can combine stage creativity with the professional training of students. The second refers to a music teacher who participates in the training of a future performer, but is not a highly qualified performer [6].

Life provides vivid examples of high pedagogical achievements of both types of teachers (teacher-performer and teacher-musician). Great performers and teachers who have brought up many famous musicians today, for example, professors who have not left the capital's scenes for a long time, G.G.Neuhaus, D.F.Oistraks, N.A.Malko, T.A.Dokshitser, P.Necheporenko. In 1916, after the final exams of the Saratov Conservatory, Professor B.L.Yavorsky. In higher musical educational institutions, he wrote that "only musicians should teach, and not teachers of sound sciences" [4]. However, there are examples of instrumental teachers who achieve high pedagogical results without being a great artist and without demonstrating instrumental skills on stage (and vice versa, every great performer does not automatically become an effective teacher).

An example of this pedagogical talent - the founder of the Academic School of Folk Instruments in Ukraine, Professor M.M.Gelis: Coached a whole group of pianists, contemporary accordionists, dombra players, balalaika players and guitarists.

Thus, it can be assumed that the main components of the trinity of "knowledge, skill and excellence" in the work of a music teacher are knowledge, not skills or abilities. That is, performing competence is manifested not in perfect possession of this musical instrument, but, most importantly, in understanding the laws of the performing process and in the development of musical performing skills and abilities [8]. Nowadays, scientists have different approaches to the issue of professional training of music teachers. [5]

Analysis of scientific sources showed that its improvement is carried out in the following areas:

- Implementation of an integrated, integrated, interactive approach in the process of vocational training;
- Positive changes in the structure of professional education;
- take into account the specifics of music lessons in general education schools, respectively, the specifics of the practical activities of a music teacher;
- study the specifics of vocational training.

The following issues are of greatest relevance: the need to prioritize research in the absence of a unified concept for improving the professional training of music teachers; weak interdisciplinary links between music and other disciplines; without taking into account regional cultural characteristics in the educational process. [3]

We believe that the main advantages of creating a single cluster uniting pedagogical, scientific-methodological and creative directions in music education are:

1. Scientific substantiation of the importance of the cluster approach in the training of modern teachers for music education.
2. Improving the methods of involving future specialists in the internship process on the basis of the educational cluster.
3. Analysis of foreign experience of social pedagogical practice and development of mechanisms for its application in our education system.

4. At the level of the education system: organization of laboratory space for studying the features of organizing the process of passing practice in general education, additional, secondary specialized, higher education, regular activities.

5. Development of guidelines for organizing the pedagogical practice of the future music teacher.

### EXPECTED RESULTS

1. Mechanisms, methods and forms of interaction between subjects of the musical educational process have been developed and tested.

2. In the field of music education practice, based on the requirements of modern educational technologies and the State Educational Standard, the educational and methodological complex and technological support of educational programs will be improved.

3. Selection and improvement of the structure and content of musical pedagogical practice, taking into account the interests of all subjects of the educational cluster.

### CONCLUSION

The interaction process organized in this way allows creating a practice-oriented learning environment that increases the competitiveness of all links of the cluster; provides training of highly qualified specialists within an acceptable time frame; allows you to create individual educational trajectories of self-awareness in the profession.

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